

SKRIPSI



**WRITING ABILITY OF DESCRIPTIVE TEXT
OF TENTH GRADE STUDENTS OF MAN 2 KUDUS
IN ACADEMIC YEAR 2017/2018
TAUGHT BY USING *THINK, PAIR, SHARE STRATEGY***

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MURIA KUDUS UNIVERSITY
2018**



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**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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MOTTO AND DEDICATION

MOTTO

” Today must be better than yesterday”

DEDICATION

She would like to dedicate this skripsi to:

- Allah SWT the almighty and my Prophet Muhammad SAW, peace be upon on him
- Honorable parents, M.Abd Aziz and Sriyati
- Pious brother Fahrizal Taufiq
- All people who appreciate knowledge

ADVISORS' APPROVAL

This is to certify that the Skripsi of Ulil Af'idah 2013.32.041 has been approved by the skripsi advisors for further approval by the Examining committee.

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There are many people who gave their own contributions during her struggle to complete this skripsi. So that in this special occasion, she would also like to convey her special gratitude to them. They are:

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The researcher apologies for any mistakes and happily receive any constructive criticism and suggestion, but the researcher hopes that it will be useful for those especially who are in the field of education.

Kudus, February

Ulil Af'idah

ABSTRACT

Af'idah, Ulil. 2017. *The Writing Ability of Descriptive Text of Tenth Grade Students of MAN 2 Kudus in Academic year 2017/2018 Taught by Using Think, Pair, Share Strategy*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Diah Kurniati, S.Pd, M.Pd. (ii) Agung Dwi Nurcahyo, SS., M.Pd

Key words: *Teaching Writing, Think, Pair, Share*

Writing is one of four skills in English. Students study writing in order to express their ideas and make a paragraph correctly. English lesson at school requires students to have good ability in writing the English text. However, the students find it difficult to express their ideas in a paragraph, still low on grammar and vocabulary, and they find it difficult to make a paragraph correctly. These factors make the teaching-learning process cannot achieve its goal. Therefore, the researcher applies Cthink Pair Share as teaching strategy to overcome the problem.

The objective of the research is to know whether there is a significant difference between teaching writing of descriptive text (an experimental research on the tenth grade students of MAN Kudus in academic year 2017/2018) before and after taught by using Think Pair Share Strategy.

This research is an experimental research. The researcher used one group with pretest and posttest design. The population of the research is the tenth grade students of MAN 2 Kudus in academic year 2017/2018 in first semesters. The researcher taken class X Language consists of 34 students as the sample. The researcher used descriptive text as the material. The data are collected through written test.

The result of this research showed that teaching writing of descriptive text (an experimental research on the tenth grade students of MAN 2 Kudus in academic year 2017/2018) before taught by using Think Pair Share Strategy is categorized low score with the mean score = 60. Meanwhile, teaching writing of descriptive text (an experimental research on the tenth grade students of MAN 2 Kudus in academic year 2017/2018) after taught by using Think Pair Share Strategy is categorized well with the mean score is 81. The hypothesis of the research stated that there is a significant difference between teaching writing of descriptive text (an experimental research on the tenth grade students of MAN 2 Kudus in academic year 2017/2018) before and after taught by using Think Pair Share Strategy is good. It can be seen from the calculation of t-test, with degree of freedom (df) = 33, $\alpha = 0,05$, t (critical) is ± 2.042 and t (obtained) is 9.06. The analysis showed that H_0 was rejected and H_a was accepted

The conclusion of the research showed that there is a significant difference between teaching writing of descriptive text (an experimental research on the tenth grade students of Man 2 Kudus in academic year 2017/2018) before and after taught by using Think Pair Share Strategy. So, the researcher suggested the

English teacher of senior high school to use Think Pair Share Strategy in teaching writing of descriptive text.



ABSTRAKSI

Af'idah, Ulil. 2017. *The Writing Ability of Descriptive Text of Tenth Grade Students of MAN 2 Kudus in Academic year 2017/2018 Taught by Using Think, Pair, Share Strategy*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Diah Kurniati, S.Pd, M.Pd. (ii)Agung Dwi Nurcahyo, SS., M.Pd

Key words: *Mengajar Menulis, Think, Pair, Share*

Menulis merupakan salah satu dari empat kemampuan yang diajarkan dalam bahasa Inggris. Siswa-siswi belajar menulis agar bisa mengungkapkan ide mereka dan bisa membuat sebuah paragraf yang benar. Pelajaran bahasa Inggris di sekolah mewajibkan siswa – siswi untuk mempunyai kemampuan yang bagus dalam menulis teks bahasa Inggris. Namun, siswa-siswi masih kesulitan untuk mengungkapkan ide mereka dalam sebuah paragraf, masih rendahnya tentang tata bahasa dan kosa kata, dan mereka masih kesulitan untuk membuat sebuah paragraf yang benar. Faktor-faktor tersebut menjadikan kegiatan belajar mengajar belum mencapai tujuannya. Oleh karena itu, penulis menerapkan Think Pair Share sebagai Strategy pembelajaran untuk menangani hambatan tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui jika ada perbedaan yang berarti antara mengajar menulis teks descriptive (sebuah penelitian eksperimental dari siswa – siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018) sebelum dan sesudah diajarkan dengan menggunakan Think Pair Share Strategy.

Ini adalah sebuah penelitian eksperimental. Penulis menggunakan satu kelompok dengan desain ujian di awal dan ujian di akhir. Populasi dari penelitian ini adalah siswa – siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018 di semester 1. Penulis mengambil kelas X Bahasa yang terdiri dari 34 siswa sebagai sampelnya. Kemudian penulis menggunakan teks Descriptive sebagai materi belajar. Data nilai siswa diambil melalui ujian tertulis.

Hasil dari penelitian ini menunjukkan bahwa mengajar menulis teks diskriptif (sebuah penelitian eksperimental dari siswa – siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018) sebelum diajarkan dengan menggunakan Think Pair Share. dikategorikan dalam nilai rendah dengan nilai rata-rata 60. Sementara, mengajar menulis teks diskriptif (sebuah penelitian eksperimental dari siswa – siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018) sesudah diajarkan dengan menggunakan Think Pair Share Strategy. dikategorikan dalam kriteria baik dengan nilai rata-rata 81. Hipotesis dari penelitian ini menyatakan bahwa ada perbedaan yang berarti antara kemampuan menulis dari siswa-siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018 sebelum dan sesudah diajarkan menggunakan Think Pair Share Strategy adalah baik. Itu dapat dilihat dari perhitungan dari t-test dengan derajat kebebasan = 33, $\alpha = 0,05$, t (kritis) = $\pm 2,042$ dan t (terima) = ± 9.06 . Analisis ini menunjukkan bahwa H_0 adalah ditolak dan H_a adalah diterima.

Kesimpulan dari penelitian ini menunjukkan bahwa ada perbedaan yang berarti antara mengajarmenulis teks diskriptif (sebuah penelitian eksperimental dari siswa – siswi kelas sepuluh MAN 2 Kudus di tahun akademik 2017/2018)

sebelum dan sesudah diajarkan dengan menggunakan Think Pair Share Strategy. Penulis menyarankan kepada guru bahasa inggris sekolah menengah atas untuk menggunakan Think Pair Share dalam mengajar menulis tesk diskriptif.



TABLE OF CONTENTS

COVER	I
LOGO	Ii
TITLE	Iii
MOTTO AND DEDICATION	Iv
ADVISORS' APPROVAL	V
EXAMINERS' APPROVAL	Vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRAKSI	X
TABLE OF CONTENTS	Xii
LIST OF TABLES	Xv
LIST OF FIGURES	Xvi
LIST OF APPENDICES	xvii
 CHAPTER I : INTRODUCTION.1	
1.1 Background of The Research	1
1.2 Statement of The Problem	3
1.3 Objective of The Research	3
1.4 Significant of The Research	3
1.5 Scope of The Research.....	3
1.6 Operational Definition	4
 CHAPTER II : REVIEW TO RELATED LITERATURE AND HYPOTHESIS5	
2.1 Teaching English in MAN 2 Kudus.....	5
2.1.1 Purpose of Teaching English in MAN 2 Kudus	5
2.1.2 The Material of Teaching English in MAN 2 Kudus.....	6
2.1.3 The Strategy of Teaching English in MAN 2 Kudus.....	6
2.2 TeachingWriting	6
2.3 Descriptive Text.....	7
2.4 Think Pair Share.....	7
2.5. Think Pair Share to Teach Descriptive Text.....	8

2.6	Steps to Descriptive Text by Using Think Pair Share	9
2.7	Review of Previous Research.....	9
2.8	Theoretical Framework	10
2.9	Hypothesis	11
CHAPTER III: METHOD OF THERESEARCH.....		12
3.1	Research Design.....	12
3.2	Population and Sample	13
3.3	Instrument of the Research	13
3.4	Data Collection	14
3.5	Data Analysis	15
CHAPTER IV FINDING OF THE RESEARCH.....		18
4.1	The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before Taught by Using Think Pair Share Strategy.....	18
4.2	The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018) after Taught by Using Think Pair Share Strategy	20
4.3	Hypothesis Testing.....	23
CHAPTER V DISCUSSION.....		26
5.1	The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before Taught by Using Think Pair Share Strategy.....	26
5.2	The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 after Taught by Using Think Pair Share Strategy	26
5.3	The Significant Difference between The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before and after Taught by Using Think Pair Share Strategy	28
CHAPTER VI CONCLUSION AND SUGGESTION		29

6.1	Conclusion	29
6.2	Suggestion	30
	BIBLIOGRAPHY	31
	APPENDICES	33
	STATEMENT.....	59
	CURRICULUM VITAE.....	60



LIST OF TABLES

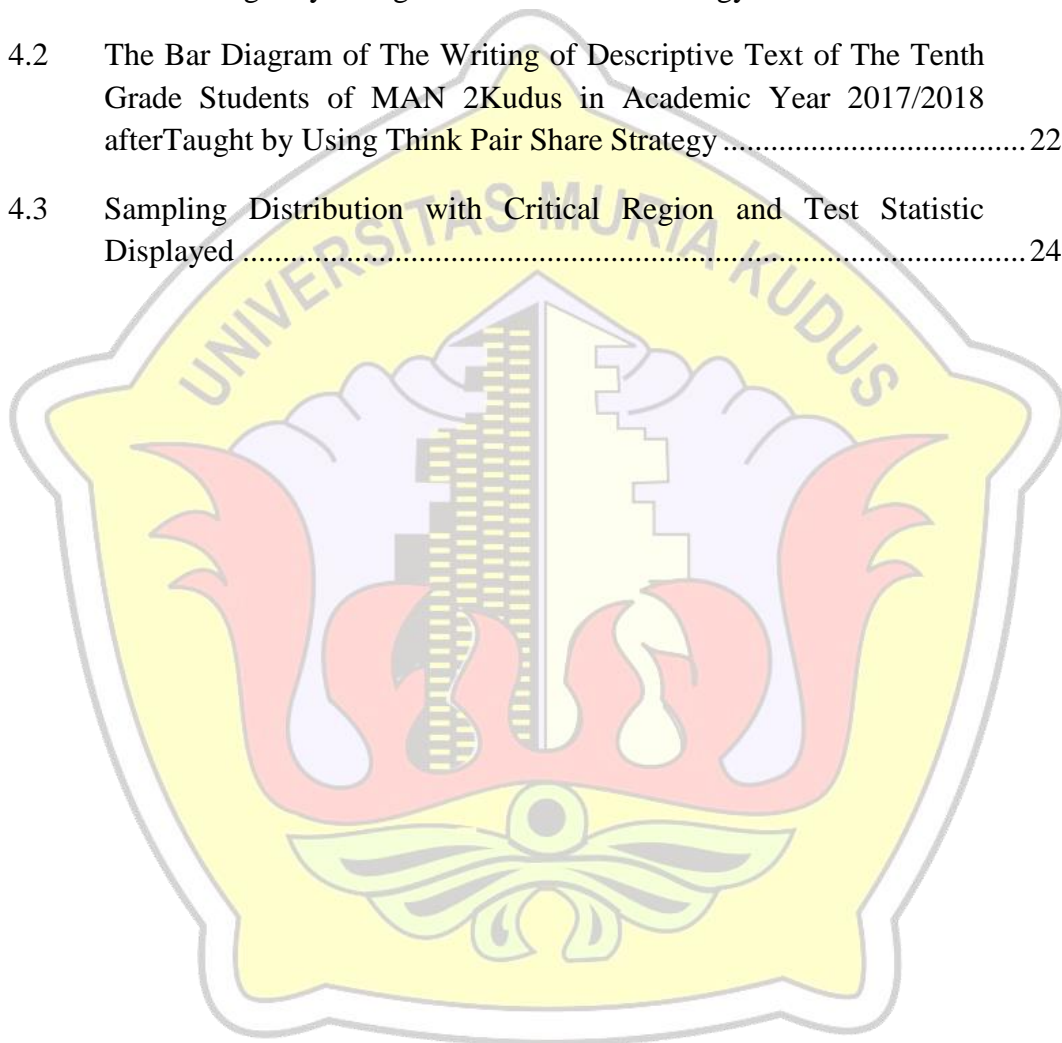
Tables

3.3	Instrument of the Research.....	14
4.1	The Pre-test Score of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before Taught by Using Think Pair Share Strategy	18
4.2	The Frequency Distribution of Pre-Test Score of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before Taught by Using Think Pair Share Strategy	19
4.3	The Post-Test Score of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 after Taught by Using Think Pair Share Strategy	21
4.4	The Frequency Distribution of Post-Test Score of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 after Taught by Using Think Pair Share Strategy	21
4.5	The Summary of T-Test Result of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 Taught by Using Think Pair Share Strategy	23

LIST OF FIGURE

Figure

3.1	Diagram One Group Design of the Experiment Using Pre-test and Post-test.....	13
4.1	The Bar Diagram of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2017/2018 before Taught by Using Think Pair Share Strategy	20
4.2	The Bar Diagram of The Writing of Descriptive Text of The Tenth Grade Students of MAN 2Kudus in Academic Year 2017/2018 afterTaught by Using Think Pair Share Strategy	22
4.3	Sampling Distribution with Critical Region and Test Statistic Displayed	24



LIST OF APPENDICES

Appendix

1.	Syllabus	33
2.	Lesson Plan	41
3.	Pre-Test and Post-Test	49
4.	List Students.....	53
5.	The Calculation of T-Test.....	54
6.	Degree of Freedom	56
7.	Documentasi.....	58
8.	Statement.....	59

